Standard Code	Standard Code and Standard	Keep or Propose Change	Type of Change	Quality Standard Rule #	Reason for Proposed Change
4.RL.1	4.RL.1 ~~Refer to details and examples in a text when~~ **E**xplaining what ~~the~~ **a** text says explicitly **and draw inferences by referring to details and examples in the text.** ~~and when drawing inferences from the text.~~	Propose Change	Re-written	3 Improving Clarity	We wanted to emphasize making inferences by reordering the verbs.
4.RL.2	4.RL.2 Determine a theme of a story, drama, or poem **and explain how it is supported by** ~~from~~ details in the text; summarize the text.	Propose Change	Re-written	2, 3 Improving Clarity and making connections across grades	We wanted to provide more clarity by adding the verb "explain". 3rd grade also uses this wording. 5th aligned with the suggestion of using similar wording.
4.RL.3	4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Keep			
4.RL.4	4.RL.4 Determine the meaning of words and phrases as they are used in a text, ~~including those that allude to significant characters found in mythology (e.g., Herculean).~~ **including figurative language such as metaphors and similies.**	Propse Change	Re-written	2,3 Improving clarity and making connections across grades	The wording of this standard felt limiting so we worked with 5th grade and reviewed the 6th grade standard to try to make this standard more clear and aligned. In the end, the 5th and 6th grade levels liked this change because they felt it was better aligned.
4.RL.5	4.RL.5 Explain major differences between **stories, dramas, and poems,** ~~poems, drama, and prose,~~ and refer to the structural elements of poems (e.g., verse, **stanza,** rhythm, meter) and drama**s** (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Propose Change	Re-written	3 Improving clarity	We wanted to clarify the vocabulary word "prose" because it is not a commonly understood word across our districts. 4.RF.4b is a standard that also used prose. This was changed in this standard as well.

4.RL.6	4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Keep			
4.RL.7	4.RL.7 Make connections between the ~~text~~ **print version** of a story or drama and a visual or oral presentation of the **same** text; **support with details and evidence.** ~~, identifying where each version reflects specific descriptions and directions in the text.~~	Propose Change	Re-written	3 Improving Clarity	We wanted the standard to be easier to understand by rewording it.
4.RL.8	4.RL.8 (Not applicable to literature)				
4.RL.9	4.RL.9 Compare and contrast ~~the treatment of~~ **the author's approach to** similar themes, ~~and~~ topics, ~~(e.g., opposition of good and evil)~~ and patterns of events ~~(e.g., the quest)~~ in stories, myths, and traditional literature from different cultures.	Propose Change	Re-written	2,3 Improving Clarity & Alignment	Aligned to 5th grade.
4.RL.10	~~4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~ **4.RL.10 By the end of the year read and comprehend a variety of literary texts.** **a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowdedge demands).** **b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.**	Change	Re-written	1,3 Improvign Clarity & and Adding Critical Content & Skill	K-12 vertical alignment discussion (approximately 5 hours).

4.RI.1	4.RI.1 ~~Refer to details and examples in a text when~~ **E**xplaining what ~~the~~ **a** text says explicitly **and draw inferences by referring to details and examples in the text.** ~~and when drawing inferences from the text.~~	Propose Change	Re-written	2,3 Improving clarity and making connections to other grade levels.	We wanted to emphasize making inferences by reordering the verbs.
4.RI.2	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Keep			
4.RI.3	4.RI.3 Explain events, **steps in** procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Propose Change	Addition	3 Improving Clarity	Just wanted to clarify this further and this was also a vertical alignment discussion.
4.RI.4	4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Keep			We were thinking it would be good to add a reference to Appendix A in the disaggregated standards.
4.RI.5	4.RI.5 Describe the overall **text** structure ~~(e.g., chronology, comparison, cause/effect, problem/solution)~~ of events, ideas, concepts, or information in a text or part of a text **(description, chronology, comparison, cause/effect, problem/solution)**.	Change	Addition	3 Improving clarity	We just wanted clarify that this standard is emphasizing text structure. We liked the examples, so we compromised with the other grade levels by moving them to the end of the standard. 6/7/17: Took out e.g., and added description for clarity. This was a vertical decision with 5th grade.
4.RI.6	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the **similarities/**differences in ~~focus~~ **the point of view based on** ~~and~~ the information provided.	Change	Addition	2,3 Improving clarity and making connections across grades.	We have seen teacher confusion around this standard and wanted to help clarify it. We also wanted to tie in "point of view" from 3rd to 5th grade for vertical alignment.

4.RI.7	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Keep			
4.RI.8	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	Keep			
4.RI.9	4.RI.9 Integrate information from two texts on the same topic in order to **write, speak, or demonstrate knowledge** about the subject. ~~knowledgeably.~~	Change	Addition		This was a K-12 change based on our vertical discussion. We originally left it alone, but added "or demonstrate knowledge" to support alignment.
4.RI.10	~~4.RI.10 By the end of the year read and comprehend a variety of informational texts, including history/social studies, science, adn technical texts, in the 4-5 text complexity band proficiently, with scaffolding as needed at the hhigh end of the range.~~**4.RI.10 By the end of the year read and comprehend a variety of informational texts.** **a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowdedge demands).** **b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.**	Change	Re-written and Addition	1,3 Improving Clarity & Adding Critical Content	K-12 vertical discussion alignment (approximately 5 hours).
4.RF.1	4.RF.1 There is not a grade 4 standard for this concept. Please see preceding grades for more information.				

4.RF.2	4.RF.2 There is not a grade 4 standard for this concept. Please see preceding grades for more information.				
4.RF.3	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to **accurately** read ~~accurately~~ unfamiliar multisyllabic words in context and out of context.	Change	Re-written	3 Improving Clarity	This reads better. Vertical discussion and alignement.
4.RF.4	4.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level ~~prose~~ **texts in a variety of genres** ~~and poetry~~ orally with accuracy, appropriate rate, **and prosody (stress, phrasing, intonation, and** expression) on ~~successive~~ **consecutive** readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Re-written	Re-written	3 Improving Clarity	We thought consecutive might be better understood than successive. We wanted to take prose out in order to match a previous standard change e.g., 4.RL.5. We wanted to allow for all varieties of "texts", so this is why we didn't use the word "stories", thinking it might limit thinking to literature texts. In the end, this was a vertical alignment decision.

| 4.W.1 | 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b. Provide reasons that are supported by facts and details.
c. Link opinion and reasons using **grade level appropriate** words and phrases ~~(e.g., for instance, in order to, in addition)~~.
d. Provide a **conclusion** ~~concluding statement or section~~ related to the opinion presented. | Change | Re-written | 2,3
Making connections within grade-level standards & Improving Clarity | We wanted to provide more clarity for teachers and match it to W.3 (so we change W.2 also to match).
Matched grade level appropriate to 2-5 progression. |

| 4.W.2 | 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic clearly and group related information in paragraphs and sections; include ~~formatting (e.g., headings), illustrations, and multimedia~~ **text features** ~~when useful to aiding that support~~ comprehension **for the reader**.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within ~~categories~~ **paragraphs and sections** of information using **grade level appropriate** words and phrases ~~(e.g., another, for example, also, because)~~.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a **conclusion** ~~concluding statement or section~~ related to the information or explanation presented. | Change | Re-written | 2,3
Making connections within grade-level standards & Improving Clarity | We wanted to provide more clarity for teachers and match it to W.3 (so we change W.2 also to match). We changed to text features to broaden the text feautes to be used and to match 3rd grade. We changed categories to paragraphs and sections to help bring more clarity.
Matched grade level appropriate to 2-5 progression. |

4.W.3	4.W.3 Write narratives **(e.g., story, poetry, drama)** to develop real ~~or~~ **and** imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use **narrative techniques, such as** dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events **(when appropriate to the genre).**	Change	Re-written	2,3 Making connections within grade-level standards & Improving Clarity	Connect to 5th grade and clarify "b." better. Added the examples of narratives after a K-5 vertical discussion in order to help teachers not feel limited by the word "narratives". "When appropriate to the genre" was also added after a vertical discussion.
4.W.4	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Keep			
4.W.5	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, **drafting,** revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	Propose Change	Re-written	3 Improving Clarity	Wanted to add drafting. This addition was also based on vertical alignement discussion.

4.W.6	4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.**With guidance and support, use technology, including the internet, to enhance writing.** **a. produce and publish writing** **b. interact and collaborate with others** **c. demonstrate sufficient keyboarding skills to type.**	Propose Change	Removed	3 Improving Clarity	We realize this affects grades 3 and 4-6. We just want to talk this out with other grade-levels to see what their thoughts are. We are wondering if keyboarding should be a separate technology standard? Needed a vertical alignment discussion, but ran out of time adn tabled to 7/13 meeting. We met on 7/13/15 vertically with 4-6 to have a discussion about whether we need to align a, b, c and whether the, "Type 'one' page in a single sitting" was appropriate. In the end, we decided to send this out to teachers for their feedback where complete consensus was not met.
4.W.7	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Keep			
4.W.8	4.W.8 Recall relevant information from experiences ~~or~~ **and** gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Propose Change	Re-written	1 Adding Critical Content & Skill	We feel that by 4th grade, students should use both background experience and relevant information. The word "or" made it seem as if they could do either, rather than both.

4.W.9	4.W.9 Draw evidence from literary or informational texts to support **written** analysis, reflection, and research. a. Apply grade 4 **r**eading standards ~~to~~ **for** literature **to writing.** ~~(e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").~~ b. Apply grade 4 **r**eading standards ~~to~~ **for** informational texts **to writing.** ~~(e.g., "Explain how an author uses reasons and evidence to support particular points in a text").~~	Propose Change	Re-written	2,3 Improving Clarity & Matching Vertical Alignement	Changes made to match vertical alignment.
4.W.10	4.W.10 Write routinely over extended time frames (~~time~~ for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; **independently select writing topics and formats for personal enjoyment, interest, and academic tasks.**	Change	Re-written	2 Matching Vertical Alignement	Matching Vertical alignment. Adding " 'in a single sitting or 'in' a day or two" to clarify the standard. Added the independently select writing based on RL/RI 10 discussion and for K-12 vertical alignment. 6/7/17 decision based on teacher feedback and committe vertical discussion. Take out "a single sitting or a day or two".

4.SL.1	4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) ~~with diverse partners~~ ~~on~~ grade 4 **level** topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **e. Cooperate and problem solve as appropriate for productive group discussions.**	Change	Addition	1 Adding Critical Content	Trying to clarify the standard by adding e. Went with K-12 vertical alignment decision to take out "diverse partners" and a 1-5 decision to change the "grade 4" to "grade level".
4.SL.2	4.SL.2 Paraphrase portions of a text ~~read aloud or information~~ presented in diverse media and formats, ~~including visually, quantitatively, and orally.~~ **such as visual, quantative, and oral formats.**	Change	Re-written	3 Improving Clarity	Tried to make it better by aligning to grades 3 and 5. We felt this helped to clarify the standard.
4.SL.3	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	Keep			

4.SL.4	4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Keep			
4.SL.5	4.SL.5 Add ~~audio recordings~~ **multimedia components (e.g., audio recordings)** and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Change	Re-written	3 Improving Clarity	Tried to match it to 5th grade.
4.SL.6	4.SL.6 ~~Differentiate between contexts~~ **Recognize that different situations** ~~that~~ call for **formal (e.g., presenting ideas) or informal (e.g., small-group discussion)** English. ~~and situations where informal discourse is appropriate~~ ~~;~~ **and** use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Change	Re-written	3 Improving Clarity	We tried to make this standard easier to understand. Also needed to match this wording to 4.L.3c.

| 4.L.1 | 4.L.1 ~~Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.~~ **Write legibly and fluenty in print or cursive using appropriate spacing and margins.** a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries auxilary verbs such as can, may, and must) to convey various conditions to clarify meaning. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | Change | Addition, Re-written | 3 Imporving Clarity | Writing was added based on vertical discussion. It was added to grades K-4. "d." was rewritten in order to make the standard more understandable. |

4.L.2	4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	Keep			
4.L.3	4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. ~~Differentiate between contexts~~ **Recognize that different situations** ~~that~~ call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English**.** ~~(e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).~~	Propose Change	Re-written	3 Clarity	We matched this wording to 4.SL.6.

| 4.L.4 | 4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade ~~4 reading and~~ **level** content, choosing flexibly from a range of strategies.
a. Use context ~~(e.g., definitions, examples, or restatements in text)~~ as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word ~~(e.g., telegraph, photograph, autograph)~~.
c. Consult reference materials ~~(e.g., dictionaries, glossaries, thesauruses)~~, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | Propose Change | Re-written | 3
Clarify | Changed from "grade 4" to "grade level" based on a 1-5 vertical discussion. Also, removed examples based on the vertical discussion. |
| 4.L.5 | 4.L.5 Demonstrate understanding of figurative language, word relationships, and ~~nuances~~ **subtle differenes** in word meanings.
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
b. Recognize and explain the meaning of common idioms~~, adages,~~ and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | Propose Change | Re-written | 3
Improving Clarity | Talked to 5th grade to make the decision to remove adages. They agreed because adages and proverbs are very similar. We changed "nuances" to "subtle differences" to align with 3rd and 5th. |

| 4.L.6 | 4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | Keep | | | We would like to see a reference to the Appendix A Vocabulary section in the disaggregated standards. |